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**THE INFLUENCE OF COMPUTER BASED LEARNING ON THE
STUDENTS' ENGLISH LISTENING SKILL AT THE EIGHT GRADE
STUDENTS OF *SMP NEGERI 1 SURANENGGALA CIREBON***

A THESIS

Submitted to English Education Department of *Syekh Nurjati* State Institute for
Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree
an English Education



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ABSTRACT

KHAERUNNISA (58430715) : “THE INFLUENCE OF COMPUTER BASED LEARNING ON THE STUDENTS’ ENGLISH LISTENING SKILL AT THE EIGHT GRADE STUDENTS OF *SMP NEGERI 1 SURANENGGALA CIREBON*”

Computer based learning is a media which needs a computer for helping the learning. It can use for teaching and learning English listening. Listening is one of the four basic skills in language development. It is the first step in language learning and makes people to know and understand something. The eight grade students of *SMP Negeri 1 Suranenggala Cirebon* feel difficult in English listening process, they don’t understand well when the English native speakers whose very different accent with them speak. This problem is because the students seldom listen about it.

The aims of the research are to help the English learning process become conducive, interactive, interesting and easier. It will be able to give supporting for communication process between students, teachers, and material. So the teaching and learning listening uses computer based learning as a media.

This research used quantitative research. It refers to the systematic empirical investigation of research phenomena via statistical, mathematical or computational techniques. The objective of quantitative research is to develop and employ mathematical models. The population in this thesis is the eight grade students at *SMP Negeri 1 Suranenggala Cirebon* while the sample is taken from 42 students.

The result of the research is known that mean of the students’ post test (59.17) is bigger than mean of the students’ pre test (49.29). The influence of students’ English listening skill could be known by using t- test at the significance level 0.05, is gotten t_{value} is bigger than t_{table} , that is $t_{\text{value}} = 8.59 > t_{\text{table}} = 2.021$. It means that H_a is accepted and H_o is refused. It shows that there is influence of Computer Based Learning on the students’ English listening skill.



PREFACE

Bismillahirrohmaanirrahim

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks belong to Allah, the Lord of the universe. And thanks to His permission, the writer has been capable of doing research and finishing this thesis. May invocation and safety always be given to the Prophet Muhammad (peace be upon him) to his family, his companions, and his followers till the end of the world.

The title of the thesis in “*The Influence of Computer Based Learning on the Students’ English Listening Skill at the Eight Grade Students of SMP Negeri 1 Suranenggala Cirebon*”, and it is submitted to fulfill one of the requirement for achieving the scholar degree at the English Department of *Tarbiyah* Faculty of the *Syekh Nurjati* State Institute For Islamic Studies (IAIN) Cirebon.

In composing this thesis, there are so many people who have helped and advise directly or indirectly. So on this opportunity, the writer would like to express his sincerity and profound thankfulness to:

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CHAPTER I

INTRODUCTION

A. Background of the Problem

This study investigated the influence of computer based learning on the students' English listening skill. The topic was chosen because it is very important to discuss. How the influence of a learning strategy for listening learning process, especially using computer based learning. In Oemar Hamalik's book (1989: 65), He stated that the computer is not only used in learning process which is called self instructional but also can be used in a wide form (education and exercise).

Listening is the first step in language learning. Listening makes people to know and understand something. Rivers, 1981; Weaver, 1972 and Celce, (1991: 82) explained that listening is used for more than any other single language skill in normal daily life. On average, listening can be expected twice as much as speak, four times more than reading, and five times more than writing.

The students of *SMP Negeri 1 Suranenggala* is less in listening, it is because they seldom to listen from the native speaker. So if they listen when the people especially the native speaker speak, they do not understand well what they mean.



Based on the Howatt and Dakin in Saricoban's article, 1999, listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

To support the teaching and learning process of listening, it is needed strategies for learning. Barbara B. Seels and Rita C. Richey said that learning strategy is specification for selecting and making a list learning event or learning activity in a lesson. The teacher needs to be more creative and should use a good technique to teach listening skill, in order to help students to improve their listening. It relates with their method or the media of learning. Munadi (2008:7) said that learning media can be understood as everything which can submit the message from the source as planning, so it will create the environment of studying conducive where the receiver can do learning process efficiently and effectively.

Media and technology are always correlated each other, especially in education. One of them is by using the media, such as computer. Azhar Arsyad (2002: 2) said that the development of knowledge and technology more support in the ways of the renewal and the function technology products in learning. Along with the development of technology, especially communication technology and information technology, the using of computer as a support tool on the teaching and learning has interactive and it's expected it will be able to give supporting for communication process between students, teacher and the

material. Roy D. Pea said that Computer tools for learning are often thought of as providing practice in working with symbolic representations.

The computer is famous media of learning which is used in this research as media of English listening skill, it focuses on performing by using computer. Hamalik (1986) in Azhar Arsyad's book (2002:15) said that using media of learning in the process of learning and teaching can encourage new desire, awaken the motivation and the stimulus of learning activities and even give the physiological influences to the students.

Neil Schwartz said that Learning and instruction with computers is intrinsically tied to current educational practice in schools, universities, the corporate world and informal settings of learning. However, integration of technology in the practice of education is a sensitive task that has to be well planned in order to meet the needs of learners and teachers.

Computer based learning (CBL) is a learning process which uses computer as a primary tool. Learning which use computer based learning, the students are allowed to select information, tasks, instructional formats (e.g., video, audio, graphics, or text), interface properties, and content (e.g., analogies) in their preferred order and at their own pace (Merrills & David, 1994). Although learner control can be highly motivating (Gray, 1987; Lawless & Brown, 1997; Lou, Abrami, & d'Apollonia, 2001).

Computer based learning effects in learning outcomes, it is not unequivocally supported (Fry, 1972). Thus, the use of support tools in computer





based learning might be an important means to enhance the learning outcomes of students in control over their own learning; however, at present the complexity of these environments renders them currently vulnerable to outcome efficacy debate.

English Learning with CALL (Computer Assisted Language Learning) is developing at the moment. *Computer Assisted Language Learning (CALL)* is an intercontinental and interdisciplinary journal which leads the field in its dedication to all matters associated with the use of computers in language learning, teaching and testing. It provides a forum to discuss the discoveries in the field and to exchange experience and information about existing techniques. This method could be used as alternative for guiding classical method which is usually used by the teacher. The impact of CALL in language learning and teaching has been raised at regular intervals ever since computers first appeared in educational institutions (Davies & Hewer 2011: Section 3).

CALL programs are still being published on CD-ROM and DVD, but Web-based multimedia CALL has now virtually supplanted these media. Following the arrival of multimedia CALL, multimedia language centre began to appear in educational institutions. While multimedia facilities offer many opportunities for language learning with the integration of text, images, sound and video, these opportunities have often not been fully utilized. The use of the facilities of multimedia centre has often devolved into rows of students all doing



the same drills (Davies 2010: Section 3.1). There is therefore a danger that multimedia centre may go the same way as the language labs.

Managing a multimedia language centre requires not only staff who have knowledge of foreign languages and language teaching methodology but also staff with technical know-how and budget management ability, as well as the ability to combine all these into creative ways of taking advantage of what the technology can offer. A centre manager usually needs assistants for technical support, for managing resources and even the tutoring of students. Multimedia centre lend themselves to self- study and potentially self-directed learning, but this is often misunderstood. The simple existence of a multimedia centre does not lead automatically to students learning independently. Significant investment of time is essential for materials development and creating an atmosphere conducive to self-study.

Along with the development of technology, especially the communication technology and information technology, the using of computer as a support tool on the teaching and learning has interactive and it is expected it will be able to give supporting for communication process between students, teacher and the material. Computer tools for learning are often thought of as providing practice in working with symbolic representations.

Based on the explanation above, finding out the influence of computer based learning to the students' English listening skill is very interesting. Moreover in *SMP N 1 Suranenggala* whose students find difficult in listening



learning and less for using technology in listening English process. It tends to build the students' interest and motivation to study about listening by using computer based learning.

B. The Identification of the Problem

The problem in this research is classified into the following sections:

1. The Field of the Research

The field of the research of this thesis is listening

2. The Kinds of the Problem

The research approach of this thesis is quantitative approach.

3. The Main of the Problem

The main problem that will be investigated in this research is the influence of Computer Based Learning on the students' English listening skill at the Eight grade students of *SMP Negeri 1 Suranenggala Cirebon*.

C. The Limitation of the Problem

In this research, the researcher will limit the problem which has correlation with the title of the research, i. e: the influence of computer based learning on the students' English listening skill at *SMP Negeri 1 Suranenggala Cirebon*.

D. The Questions of the Research

1. How far is the students' English listening skill before treatment of computer based learning?



2. How far is the students' English listening skill after treatment of computer based learning?
3. How far is the Students' English listening skill by using computer based learning?
4. Is there any positive and significance influence of Computer Based Learning on the students' English listening skill?

E. The Aims of the Research

1. To know how far the students' English listening skill before treatment of computer based learning is.
2. To know how far the students' English listening skill after treatment of computer based learning is.
3. To know how far the Students' English listening skill by using computer based learning is.
4. To know whether there is any positive and significance influence of Computer Based Learning on the students' English listening skill or not.

5. The Use of the Research

The research product hoped to be able to increase the developing of language learning, especially in increasing the students listening skill by using computer based learning to the English learning process, and also to motivate and give other method to the students when they study English, increasing teachers' creativity in teaching listening, to reduce the difficulties in teaching listening.



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